

# Gray accepts compromise

MONTREAL (CUP) — The McGill University community has polarized dramatically over the impending dismissal of political science lecturer Stanley Gray. The next step in the dismissal process was taken Friday when Gray accepted arbitration along guidelines set by the Canadian Association of University Teachers.

He did win one important concession though — the arbitration proceedings will be open.

The school's faculty has begun, for the first time in history, to publicly line up with the opposing forces. Thursday over 100 faculty members signed an open letter to principal H. Locke Robertson supporting Gray. Robertson said he was not impressed and expected "sharp differences of opinion". Teachers supporting his position immediately launched a counter petition of their own.

Over 600 faculty members signed that one, condemning disruption of university business and affirming confidence in Robertson's integrity. Their petition appeared in Saturday's Montreal Star complete with signatures — the ad almost filled an entire page.

Saturday morning a dissident group of faculty members met to form a rebel caucus within the 700 (or 1,000) member McGill Association of University Teachers. The MAUT was sharply criticized for its meeting Thursday that began discussing the Gray affair but dissolved into chaos as the majority faction tried to yell the dissident minority into capitulation.

Meanwhile, the McGill Reporter, a weekly newspaper created in the fall by the administration to present its view of the university,

turned on its publishers last week with a treatment of the Gray affair rather unfavorable to the principal. Indications are that its editor, Harry Thomas, may be forced out very soon.

The faculty petitions break down predictably — the 600 supporters of Robertson drew heavily from the professional schools (213 from the medical faculty alone) and the sciences, the 100 opponents come primarily from the humanities and social sciences.

A number of student and faculty groups have declared their support for Gray. They include students and faculty from sociology, anthropology, political science, English; the student council; the philosophy students association; the Militant Teachers' Syndicate at the neighboring Université de Montréal.

## Waterloo stops S.G.W.U. bail

WATERLOO (CUP) — A general meeting of 500 University of Waterloo students voted Monday to stop a student council move to send \$10,000 in bail money to stu-

dents arrested at Sir George Williams University.

The students halted the action after \$5,000 had already gone to Sir George. The student council decided that evening to send no further funds unless a referendum was held.

Student president John Bergsma turned down a request for an additional \$3,000 Wednesday.

At nearby Waterloo Lutheran University, students were equally upset at the prospect of their council sending bail money to Montreal. The council there had voted on Sunday to examine the possibility of finding money to send to Sir George.

The WLU council supported the principle of sending bail money, but were later informed by the student treasurer they didn't have any money to send.

Over 50 students attended a special meeting of the council on Tuesday to protest the decision to send money.

Both Waterloo councils had emphasized that the rationale behind their aid was a protest of the Canadian bail system as being unfair to poor people.

WASHINGTON (CUP) — Deserters are leaving the U.S. armed forces at the rate of six an hour, 24 hours a day, and a senate sub-committee wants the forces to step up punishment to augment the deterrent.

The Armed Services committee received a report Wednesday showing the total number of desertions during 1968 at 53,357. Absences without leave numbered 134,668 — a rate of one every

three minutes. Fewer than 300 of the men considered deserters were brought before military courts and convicted.

The sub-committee criticized the services for the disparity of sentences for convicted deserters, citing examples which ranged from four months hard labor to three years imprisonment for similar offences.

The Swedish government was

also criticized for providing protection for deserters there. The sub-committee pointed out that Sweden had turned over 3,000 deserters to the Soviet Union after World War II. Estimates of American deserters now in Sweden range from 130 to 200.

No mention was made of the number of deserters believed to be in Canada or the treatment they were receiving from Canadian officials.



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### Constitution changes approved

## Kropotkin loses squeaker



Prince Peter Kropotkin  
Just lost

Rowan Lalonde was elected Students' Council president last Friday narrowly defeating both Prince Peter Kropotkin and Action Party candidate Brian Duckett in the three way contest. Lalonde, with a total of 295 votes, polled an 11 vote plurality over the popular Kropotkin who conducted on a grass roots write in campaign. Duckett ran a close last with a total of 266 votes. There were numerous charges of election irregularities.

Post Graduate Councillor John Rogerson, who was re-elected by acclamation, formally complained that some students were allowed to vote without presenting their student identity cards while others were refused the voting right. The decision as to who could vote was arbitrarily made by the individual Gold. Key members at the polling booth.

Mr. Rogerson also criticized the practice of some Gold Key members maintaining a dual role of both election returning officer and campaign manager for certain candidates.

Prince Peter Kropotkin when asked if he felt that these irregularities might have cost him the election replied "It is abuses of democracy such as this that cause people to adopt more forceful approaches."

Students also voted for sweeping constitutional changes on Friday. Approved were 35 different constitutional points the most dramatic of which called for the seating of two faculty members,

one from Education and one from Agriculture, on the "Students' " Council. The constitution which was approved overwhelmingly, will have to be re-done next year when Education moves to the McGill campus.

Dave White, a post graduate student in microbiology was elected Macdonald's only student senator defeating third year Action Party candidate Cecil Lewis by a vote of 343 to 226. White will replace retiring senator Peter Ellis on the McGill decision making body.

In other elections Graham Tolfree defeated Elizabeth Halfyard for Internal Vice-President by a margin of 311 to 241. Barry Stewart won the External Vice-Presidency over John Phelp by a vote of 334 to 216. John Robinson overwhelmingly defeated Ron Hockridge for the post of Treasurer by a margin of 412 to 143, and Louis van Guelpen had 106 votes to George Eades' 78 for the position of Agriculture Representative.



Dave White  
Senator



Rowan Lalonde  
President

## Election Results

### Votes

#### President

|                        |     |
|------------------------|-----|
| Rowan Lalonde          | 295 |
| Prince Peter Kropotkin | 284 |
| Brian Duckett          | 266 |

#### Internal Vice-President

|                    |     |
|--------------------|-----|
| Graham Tolfree     | 311 |
| Elizabeth Halfyard | 241 |

#### External Vice-president

|               |     |
|---------------|-----|
| Barry Stewart | 334 |
| John Phelp    | 216 |

#### Treasurer

|               |     |
|---------------|-----|
| John Robinson | 412 |
| Ron Hockridge | 143 |

#### Senator

|             |     |
|-------------|-----|
| Dave White  | 343 |
| Cecil Lewis | 226 |

#### Agriculture Representative

|                   |     |
|-------------------|-----|
| Louis van Guelpen | 106 |
| George Eades      | 78  |

## Six an hour leave US Army



# Editorials

## The Smug Macdonald Campus

"Thank God, our computers are still in one piece". "We should be proud of the fact that students here at Mac are not senseless idiots who go around wrecking the whole works."

Every once in a while you hear someone condemning the students who were involved in the Sir George incident of a few weeks ago. And most surprising of all is that our professors and administrators are the ones who most often utter such statements. It has become the "in" thing at banquets etc. to offer special thanks to God that students here are different from those at Sir George. And you are "out" if you don't condemn the McGill disruptions or the College newspapers.

It's not difficult to notice that here we, particularly the resident undergraduates, are treated as kids. The deans are our "fathers" and we are their children. We have not succeeded yet in deciding for ourselves what we want. We still need the guiding hands of our administrators to steer us along the "good path."

One wonders how many of our tutors and "fathers" here at Mac can survive the waves of stresses and strains that have swept through the bigger compuses all over the world? How many of them can listen and apply rational approaches to such situations as the SGWU incident or the Senate disruptions at McGill? How many of them can face up to criticisms about their system without their bearing brudges against the critics? There are not many, if any at all.

Here at Mac it's a little kingdom and the curators are afraid to lose it. Here at Mac students follow instructions without pausing to question them. Here at Mac the relationship tends to be too primary and emotional rationalization takes the place of logical analysis.

Fancy the gall of someone amending the Students' Council constitution to include staff as voting members on Council. As if we didn't have enough problems without them. Maybe Council thinks that it will speed up the rate at which the Vice-principal answers to our request. This is very doubtful. And which sensible staff member will sit on a Council that calmly sits back and accepts the V.P.'s accusations that the students can't manage their own affairs?

It will be doing injustice to Miss Stewart to condemn her food. Brian Duckett *et al* (see Letters) paid their respect to her and also to her allies on their successful skyrocketing of residence fees. That's unilateral progress.

"When you first came in here, you had no future. Now that you're leaving, Mac has given you one."

What has Mac given to those of us who will be leaving here? A professional training, that's what. The education students should be thankful that those who come after them will be located in a bigger community (McGill) where they'll be exposed to the world as it is; to a fuller education and not just a technical training. As for the aggies who'll be left here, accept our sympathies.

## The Voice of Macdonald College

This is the last issue of the DRAM to be put out by the outgoing 1968-69 staff. Next week's newspaper will be managed by the incoming 1969-70 staff.

It should be emphasized here that while about 1800 students support the "Mard," "Harper Valley Weekly," "Slush," "Garbage," or call it what you like, only a handful of people, the editorial board, controls it. These people decide the policies of the paper. This doesn't mean that non-board members of the Mac community can't offer suggestions or criticism, but they should realize that they have no control whatsoever over what goes into the paper.

The above comment is partly in reply to some activity leaders who think they can run their organizations as well as the paper. Well, there's news for them all. Anyone who is interested in the policies of the DRAM had bloody well get on its staff, rather than staying out and criticizing the workings of an organization about which they know little, if anything.

## Letters

### Food or Feed!

Present and potential suckers:

In 1966, residence fees at this college were at a very low \$500 per session. The accommodation was reasonable, the food was weak, but edible, when you calculated the cost. There was a \$100 hike in fees in 1967. If anything, the food got worse, especially in the food section when they changed meat frauds, going from Dr. Ballard's to Alpo etc. The rooms seemed to get larger or maybe the people got smaller.

Here we are in the 1968-1969 getting smaller and smaller. Our best suit is now our two best suits and we have smaller. Our suits and we have given up contact sports like football and soccer due to impotency. In any case we haven't come back for seconds in many a moon.

Here is also the place where we play the name game-Mountaineer soup (piles of crap!), Salisbury steak (mincedrats) Hunter's Delight (what comes after Hunter's fright) and other delightful things. We are the only place in Canada with skimmed soup, hopalong potatoes, perverted rice, blueberry upside down bricks, salad malade, i.e. even the flies in it are sick and "black mange" rejected from A.I. centres across the country.

Now we hear that residence fees will reach \$800 in 1969. Like man, for what? The food is like we said or worse. No one has ever bothered to tell us where the septic tanks are at Mac but we know. Has it ever occurred to the types in charge that the worse the accommodation, the fewer people you will have to take advantage (retch) of it. The gross decrease in Agriculture boys in the undergrad years has not only been due to a high failure rate, but also to malnutrition, anthrax, athlete's mouth, blind staggers, leprosy, uncontrolled retching, kwashiorkor and scours.

Thus, friends, we have a potential increase of \$300 (plus a possible \$100 damage bond) over three years with no indication as to where it has gone. As non-millionaires we wonder just who is going to live in residence next year? For \$900 you can live in a reasonable apartment, have some privacy, eat out, chose your company, and resume participation in contact sports. So good bye to residence. And goodbye to all your faithful supporters of residence and company whose motto is "never borrow needlessly, rob it from the students!" And to Miss Stewart and her spice box, never fear, no one will ever want to get into your pantry. Love,

**Brian Duckett**

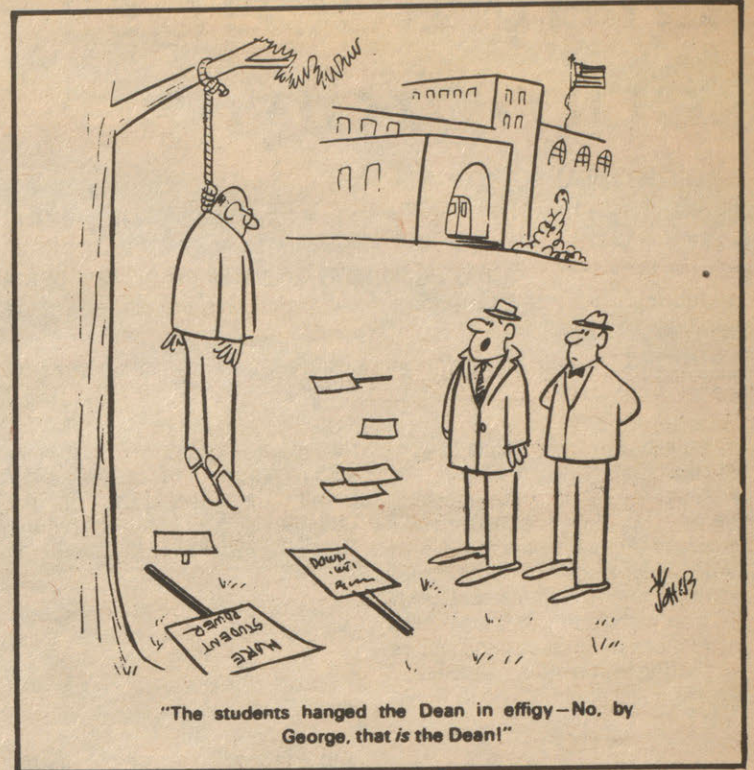
**Kerry Blagrove**

**Mark Mudie**

**Wilfrid Boutin**

**Bernard Beaulieu**

**Donald Locke**



### Leaders or Sheep?

Sir:

The FD class, except for a handful of individuals has taken no interest in the affairs of this campus. They did not attend class meetings, few turned out to work for sculpturing, few offered their help in a party held by the class. They had to be confronted, like children, before they would take an interest in nominating or running as education representatives on Council. So I guess it was to be expected that Wednesday when they were asked to elect their class president, vice president, and secretary-treasurer, that they would be more concerned with getting away to lunch, than in maturely considering the candidates. I feel that unless we learn to be interested in something outside of ourselves and to become involved in worthwhile activities, we will be a poor crop of teachers in 1970.

**S. Ransom**

### Bungled

Sir:

We wish to correct an error

see letters page 3

in the voting results of the motion concerning Dr. Robertson's handling of the Gray case. Two names should be interchanged. Bonnie Cunningham abstained from the vote and Eleanor Hill voted for the motion.

We feel that it is essential to have accurate reports of the Student's Council meetings.

**Eleanor Hill**  
**Bonnie Cunningham**

### Traitor?

Sir:

We would like to ask Miss Stewart in public whether or not she is aligned with either the CEGEPS or with the University of Guelph, for if the food gets any worse, that will be the destiny of Macdonald.

Constructively we would like some better food in the future, for exams are coming up and we have enough troubles to worry about without being undernourished and "over-spices".

**Sig N. Tired**



BOX 334

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"Letters to the Editor" published in this paper express the opinions of the writers and not necessarily those of the Editorial Board.

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# Council This Week

by Frank Reddick

Nine members of the council that were present were called together by the president. Also present were the members-elect of the new Council, who were granted the right of discussion during the meeting.

## Student Activity Fee

After presenting an itemized outline of this year's and next year's proposed budget, which showed the deficit with which Council ran this year, Mr. Newson moved that Student Activity Fee be raised \$5.00 and raised another \$15.00 for the Centennial Centre. After some discussion, Mr. Duncan Jamieson moved that Student Activity Fee for the year 1969-1970 remain at the present rate. Mr. Lalonde felt that the new councillors should discuss this item, as they would have to run next year's Council with the money increase that would be decided. The subject was tabled for an hour. Well the discussion just lasted long enough, as Mr. Hackett had just finished catching up on his correspondence to some friends.

## Constitution Changes

Mr. Journef felt that the new amendments should take effect right away and not June 1st as this would let Senator Ellis be part of the Council. A motion that Council abide by the new constitution as amended on March 7, 1969 was presented and defeated.

## S.G.W.U.

The motion — "That Macdonald College Student Council does condemn the action of the students in wrecking the computer centre. And further, Macdonald College Student Council urges that full and open discussion of the charges levelled by the Sir George William students be arranged at the earliest opportunity and to the satisfaction of all concerned," was presented and passed. It was also decided to have this motion publicized in various papers.

It was agreed that nominations for persons to fill vacancies on Centennial Centre Committee for 1969-1970 be decided by ballot vote.

## Campus Party Regulations

The amount of damage at Beer

Parties and methods to lower this were discussed. Miss Sanders passed around copies of "Rules and Regulations for Campus Parties". It was decided that these rules would have to be studied, and that each rule would be voted on at the next meeting.

## McGill Senate

Senator Ellis reported that the senate was very impressed with Macdonald College and the Centennial Centre. They felt that the discussion were was particularly good. In the next meeting's agenda is his own motion regarding the adaptation of McGill to Quebec. He said that although McGill is an English bastion, French-speaking students should be encouraged to attend McGill. He also added that there should be only enough encouragement to keep McGill a flourishing university.

## Student Activity Fees

The New Council had decided that they would like to see an increase of \$5.00 in the activity fees. To this Mr. Rogerson disagreed violently. He said that since he is on this year's Council and would be on next year's Council, he would know best. He suggested that by better budgeting and cutting out of Lit. and Deb. reducing the Dram to a bimonthly paper, and with no Fall Conference, Council could run on the present budget.

M. Jamieson's motion was read, voted on and defeated. Then it was decided to amend Mr. Newson's motion — to delete the \$15.00 for the Centennial Centre from the motion. The amendment was voted on and passed. Another amendment — to raise the Student Activity Fee by only \$2.00 was presented and defeated. Now the motion that a \$5.00 increase in Student Activity Fee be levied was put forward and defeated. Again the amendment that the fees be raised \$2.00 was presented and was passed. But the motion stating that the Student Activity Fee be raised by \$2.00 was defeated. Finally Mr. Newson proposed a motion stating that a Centennial Centre fee of \$15.00 be levied. The vote was passed unanimously.

## Reserved Post Grad Desks in Library

A motion to forward Mr. P. Grimm's complaint in a letter stating his disagreement to the reservation of Post Grad desks in the library, to the Macdonald College Library Committee was passed.

## Discrepancies in voting

Mr. Rogerson stated some people voted without showing their ID cards and that he does not like the discrepancies in procedure made by the Gold Key members. After going over the constitution, no rules for the Gold Key were found concerning elections. Miss Hill was appointed to draw up some regulations to present at the next meeting.

## Selection of Deans

Some recommendations for the Selection Committee for deans were read from a document by Senator Ellis. As only two members of the Council had read this document (published in last week's DRAM) this subject was left as 1st item on the next meeting's agenda.

## Faculty of Resource Development

It was moved and passed that the Dram be requested to bring to the attention of students the feature of the new concept for Macdonald College re Faculty of Resource Development.

## Education Representatives

It was moved that a bi-election be held on March 21 in order to fill the two vacancies of Education Representatives to Student Council. The motion carried.

## Back to Fees

It was decided to delete the Clan fee as a separate entity and add the \$3.00 to the Activity Fee. Mr. Jamieson proposed the motion as follows: "The fees are \$45.00 itemized as follows: \$15.00 Centennial centre; 1.00 Society Fee (AUS, HES STS) 11.00 Athletic Fee; 18.00 Student Activity Fee (except PostGrad) PGSS \$13.50 Activity Fee; 1.50 Trust Account 15.00; 3.00 from Clan; \$18.00 The motion carried.

The meeting adjourned after five hours.

## Letters Continued

### Damage Too Costly

Dear Sir:

Are students responsible citizens? I maintain that they are, on the whole. However, with the amount of damage that has been done in the residences, particularly Brittain Hall, for which no one will take responsibility, one might be caused to wonder. We have itemized bills for amounts over \$2000!

If you would publish this letter as a request to those who have been especially involved in vandalism to act as responsible adults and go to the Residence Business Office, I would appreciate same. If they go of their own accord, and offer to take some measure of responsibility for their actions, then I am certain that this will be favorably looked upon. If this is not done, however, then it becomes a very difficult matter where all students — innocent as well as "guilty" — eventually pay for the damage. There are some in both men's and women's residence whose identity in connection with specific damage is known. It is not the desire of anyone to "rat" and so we would ask YOU to do the admitting if you are involved.

Unfortunately there will probably always be those who do not reciprocate by acting in the manner in which they desire to be treated. Would those who are sufficiently adult please rectify your mistakes as far as possible. Thank you.

Marilyn Macdonald  
Chairman,  
Inter-residence Council

### The Lord Replies

Dear Mr. Champlin:

With regard to your letter of last week's issue of the DRAM and comments about the Macdonald Christian Fellowship.

First of all, the petition to which you allude was NOT published by the MCF, and less than about one-eight of the signatures on same have anything to do with MCF — it was a student voice, of those interested in what goes on at this college of ours.

Secondly, the purpose of the "petition" was to protest three primary points: 1) inaccuracy in reporting, and you must admit that this has been gross at times; 2) plagiarism — the article "Is virginity outmoded" was clearly plagiarized; 3) priority of articles — an article to which I made reference last week in a letter, A NEW CONCEPT FOR MACDONALD, was not printed, and it was felt that the students had a right to know how they were being represented before space was taken reprinting poems from the course (in all fairness, the editor did think his "Leda" had come only from Playboy maga-

zine; — but did not acknowledge the Source!) If you find the above points "immoral and degrading", then I confess to being "immoral and degrading" as I did sign the "paper" asking that something be done.

Of course, we might go one further, and suggest that if MCF were responsible for such as you mention, then it was also responsible for following through with the Leave Changes (I am President of WRC and also a member of MCF) as are others of the WRC), and a few other moves on campus which I feel have been for the betterment and increased freedom of the individual. Of course, freedoms come with increased responsibility too, which we might all do well to remember!

Marilyn Macdonald

### Look Before You Leap

Sir:

At the last meeting of Students' Council (Monday, March 10th), a motion was put forward but lamentably not carried which would have kept the Student Activity Fee at its present level. A majority of Council and the "Action group" were in favour of an increase. But since not enough of them could agree on the amount of increase, no motion was in the end passed at all.

Once again the financial irresponsibility of this year's Council looks like being followed by this year's intake of innocent lambs to the Council flock. During the last academic year your Council overspent \$9000, \$4000 of which came from last year's surplus and \$5000 from reserves. Despite advice from veteran campaigner, postgrad John Rogerson, that Council should be looking for economies e. g. Lit and Deb Society, Dram, Christmas presents for our parentes in loco, Council workshop instead of taking the lazy way out and voting an increase to activities who's raisons d'être are never questioned.

I wish to ask the incoming Council: is their 'action' going to be getting an increase in the Student Activity Fee? — Have they not the minds to keep expenditure down by preparing a detailed financial plan and by careful, conscientious and systematic scrutiny of budgets instead of cowlike voting an increase. If this is 'action' the worst fears of some appear to have some substance in reality.

Once again I entreat you fellow students to come and observe council meeting and find out what, if anything, is going on. Only in this way can we act as an intelligent brake on potential irresponsibility by Council.

NO RESPONSIBLE GOVERNMENT WITHOUT INFORMED OPPOSITION!

John P. Phelps

see letters page 4

## SUMMER CAMP POSITIONS

We invite applications for staff positions at our children's country day camp in the following areas:

Waterfront, riding, pottery & sculpture, trampoline, interpretive dance and ballet, arts & crafts, camp craft & tripping, nature study, drama, archery, group counselling and Unit Head positions.

The camp serves an enrollment of 450 campers coming primarily from the following areas: Cote St. Luc, Westmount, Hampstead, Snowdon, Town of Mt. Royal, St. Laurent, New Bordeaux and Chomedey. The campsite is located in Ste. Therese West, 15 miles north of Montreal. Daily transportation is provided.

For Information  
Please Contact:

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# From the Penthouse

## with Ruby and Begonia

Well "Rube", the twenty-four year old cat is still in her Penmen's underwear with a gold pocket watch and is now streaking from toilet bowl to toilet bowl flushing them to produce a tidal wave to create her own torture test. Stupid cat got her teeth stuck on a stand-up urinal and she's really browned off.

\* \* \*

Well Marilyn Macdonald how does it feel thinking you are a "positive force?" You talk of the criticism by us the "destructive thoughts expounded by the newspaper" and "slanted inaccurate opinions expressed in articles." Let us prove to you how you fit into this category as an even better example of that which you condemn.

We have found, that your insinuation of the inaccurate reporting of the "leave system change" article which was in actual fact a very exact summary of those ideas expressed by you at the meeting of the residence committee. There was nothing in that article which you yourself did not lead those students on the residence committee to believe. It is evident to us that since the "proposed leave system" did not come into effect this year as you suggested it would — you are now attempting to pass the blame on a Dram reporter for "inaccurate reporting". Isn't it ironic you didn't find fault with the article when it was published. How can YOU suggest "honesty in reporting".

We are suggesting the following principles for your consideration and possible guidelines for next year.

1. Honesty in reporting — Marilyn. You should first consider the accuracy of your facts before condemning others.

2. Priority of articles — Your letter to the editor wasn't worth printing. if you feel that student activities don't

receive enough attention — why don't you write one yourself — instead of condemning others for not doing so.

In addition to these principles we are suggesting that valuable space taken up by articles to the editor such as yours could be replaced by letters "constructive in nature." How about becoming a "positive force." As for Ruby and Begonia — if you don't like it, Marilyn, don't read it. Perhaps you could start an article called, "Marilyn's Memos" devoted entirely to your ideas of "campus wonders."

\* \* \*

What is Soul? — Soul is a 140 pound polack cougar that plays basketball.

\* \* \*

Well "Begon" why is it that in the Coffee Shop when you order a hamburger you get a cerealburger. Gaines advertises that Gaines burger is all beef.

\* \* \*

Rumour has it that the lounge in the Centennial Centre has been renamed Lunge Alley.

\* \* \*

Robin Robinson, the Chemistry Building really is on the Macdonald College Campus and is not situated in a building across from the Banque Canadienne Nationale.

\* \* \*

Dram Tradition, or is it a cover-up for incompetent reporting to the student body. You stand on a policy of neutrality on student nominations. It would seem to us that your obligation to the students was to have given a more rounded outlook on capabilities or incapacities of the candidate. You seem to have forgotten that it is student money that allow you put forth opinions on other activities. Why wasn't it possible to give the students a true insight on the candidates by interviewing them instead of reprinting platforms that had already been distributed to the student body.

ed the whole program so that we came away from the dinner with renewed faith in the students of today and a desire to continue our struggles on their behalf:

*Micheline Chevrier  
Florence A. Farmer  
F. Isabel Honey  
Marjorie M. Jenkins  
Helen L. Maconochie  
Diane S. Raymond  
Frances Wren*

Who is Mary Moro? Mike Paine is still looking for her.

\* \* \*

Well "Rube" I believe Alan Journet owes a vote of thanks since he used our article as a vehicle for another of his long, long, long letters.

\* \* \*

"Begon" did you know that John Robinson stormed from the council meeting the other night because the present Student's Council wouldn't pass a motion to raise the Student activity fee \$5.00. It seems that he wanted to be sure he wouldn't be in the position of Jim Newson this year. Newson, by the way will have to dip into the reserve funds to cover for his inability and incompetence as a Student Council Treasurer. Don't let it bother you Jimmy you can perform wonders with new Math.

**Anyone for Leapfrog**

The student Council has finally voted in a motion that is an asset to the student body as a whole. They have raised the student activity fee \$15.00 so that the student body can take over the Student Union financially.

\* \* \*

Dave Carrick — does he work? Yes, "BEGON" he does, in the coffee shop and he receives money for his supposed much needed presence there.

\* \* \*

Well fourth year Home Ecs. we realize you really aren't numb and that if after four years at Macdonald College, you haven't that ring of security, your goose is dead. Maybe you should heat something else up.

\* \* \*

Can Dirk Akkerhuis bid seven no trump with no trump in his hand?

\* \* \*

I wonder how many students voted without I.D. card? I wonder how many weren't allowed to vote because they didn't have their I.D. cards? It has been bandied about that people were seen voting without I.D. cards. Would it have affected the outcome of the elections? There were two very close contests, that of the president of the Student Council and the Agriculture representative.

\* \* \*

It might interest you the Students to know that the Constitution doesn't provide any guidelines for the running of the elections. The only provision made to guide the balloting is one line giving



Gold Key complete authority to do as they wish. In fact the constitution doesn't even provide a law which would keep the ballot boxes closed until the voting is completed.

\* \* \*

Is it true that Brian Hughes will take the finally step with Chris Mack late this summer?

\* \* \*

Show me a cowboy that rides side-saddle and I'll show you a gay ranchero.

\* \* \*

It's apparent "Rube" that the majority of the students at Macdonald College haven't disagreed with us about Coach Abbot's coaching ability. It's amusing that the players and the sport's widows were the only people to defend the Coach, who said earlier in the year that on paper he had a great team. One Question, What happened to the paper?

\* \* \*

Let us give praise where praise is due — Congratulations to Coach Pat Baker, as he was nominated by the other coaches in the league as Coach of The Year.

\* \* \*

Is it also true that John Rogerson is to be married in Toronto soon after Easter. They figure that it will be cheaper than the telephone calls.

\* \* \*

Since the main office of the Centennial Centre feels the need to act as a pharmacy, perhaps they will supply Rabbit Tests also.

\* \* \*

A friend of ours ran through a red light and boy did he ever wreck up that house.

Ruth Bastion take your survival pack to Motagami, the squaws may decide to sit in on your rations.

\* \* \*

— Eric Kranz has been advertising in the McGill Daily for girls he can body paint. Here's free publicity for a worthy case because there's a lot of bodies around that need lots of paint.

\* \* \*

— Mike Brennan, dit Stu Taylor write your bedtime stories.

\* \* \*

Brian Kennedy has threatened us if we write anything about him in the column. So we won't.

\* \* \*

Dave Albers sees eye to eye with Nina when it comes to bridge, but that doesn't mean you have to sit in the same chair as he does, Nina.

\* \* \*

— Mrs. Woods, do you know where all the bad little Boys and Girls go.

\* \* \*

— Mrs. Stewart is a vegetarian by necessity.

\* \* \*

Back to the cat and the janitor with his eight foot long wrench trying to unscrew her mouth from the standing urinal, but the cat was playing possum and proceeded to insert her fang into the ankle of the unsuspecting janitor, only to discover that he had a wooden leg wired to his hearing aid. They made such beautiful music together that they eloped to Chile. There they tripped into the toilet and electrocuted themselves and shorted there entire relationship. Ain't it a gas.

THAT'S ALL FOLKS

### Letters...

#### Renewed Faith

Sir:

The senior banquet (Food Science and Agriculture) on Friday night was most enjoyable. We, the Staff of the School of Food Science, would like to express our thanks and appreciation for the opportunity of sharing the occasion with the graduating class. A note of optimism pervaded



# "Fall Fair 1969"

by  
Sherry Wallace and  
Colleen Coates

The following proposal has resulted from some ideas that a few people have recently put forth. In discussing these plans with several students at several different times, we have always met with enthusiasm, and added suggestions. The program seems to have many prospects for fun next fall at our college. The program has mushroomed into what could be a most needed activity.

We are making this proposal with the hope that in some way we can alleviate the apathy that prevails here. By holding this fair early in the fall, we might be able to catch students before they become bogged down with this apathetic malady. In addition we feel that there are too few major activities in first term. Another reason that we would like to see a plan such as this initiated is that we feel that Homecoming Weekend should be celebrated to a greater extent. Considering the rumor of possible amalgamation of Royal and Carnival, we see a great need to shift some of the current Royal activities to a more appropriate time, and, furthermore, we would not like to see these activities abandoned. We are hoping that the Royal Committee will assume this as their project, with the aid of A.U.S., S.T.S., H.E.C.S., and Students' Council. In the event that Royal feels they cannot handle the project, we are willing to explore further possibilities. There is much room for improvement on our ideas. We want you to remember that these are only suggestions. The dates and indeed the entire program are tentative.

We feel that "Fall Fair '69" has great potential for development and we are keenly interested to having a break from tradition and a totally new event occurring on this campus next fall. A little enthusiasm is the only requirement necessary to put this show on the road!

## Tentative Dates (Oct. 15-18)

- Tues., Oct. 14**  
- Tractor Rodeo starts
- Wed., Oct. 15**  
- Official Opening day  
Chicken Bar-B-Q (A.U.S.)  
Tractor Rodeo continues  
Hay Ride and Square dance  
(Hay ride continues, maybe leave dance every hour)
- Thurs., Oct. 16**  
- Tractor Rodeo  
Bake-Off-male and female  
(Open to public)  
Pie-eating Contest  
Torch Light Parade to Ste-Anne Cinema
- Fri., Oct. 17**  
- Pep Rally  
Soph-Senior Girl's Football game  
Berr Party and Dance
- Sat., Oct. 18**  
- Homecoming Football Game  
Pancake Sale at game or for breakfast  
Fall Semi-formal

Please Note: 1 Wednesday and Thursday events should be arranged so that they can be interchanged in the event of rain.

2. Registration for Tractor Rodeo and the Bake-Off should be the preceding week.

Class points for participation should be awarded in the following events:

1. tractor rodeo
2. livestock show
3. bake-off
4. pie-eating contest and all other events that require class participation.

Questions: 1. Will the livestock football game interfere?

2. Will holding the livestock show at this time be acceptable to the farm management?

Special arrangements to be made:

1. Homecoming for this particular week-end
2. Reservations with the Ste. Anne Cinema

## The Exponians Are Coming!

The evolution of 'pan' music can be said to have followed along the same line as Jazz. At its inception, steel music was considered to be a past time of the lower classes; now a more revolutionized steel band can be heard playing music which varies from calypsos to classics. The incredible sound now produced from amplified pans and better tune arrangements and very similar to the sound of a symphony orchestra, adds to the amazement that such pulsating music could come from empty oil drums.

The size of the pans vary from the small tenor pan to the large bass pan and the players have achieved a great deal of perfection in the playing of their individual instruments.

The Trinidad and Tobago Exponians Steel Orchestra made a name for themselves at Expo 67 where they held large audiences spell-bound outside the Trinidad and Tobago Pavilion. The same band will be at Mac on Saturday March 22nd at the dance sponsored by the West Indian Students' Association. Music for your dancing and/or listening pleasure will be provided from 9 p.m. to 2 a.m. in the Centennial Centre Ballroom and a swinging time is in store for all.

## Robber's Roost

### COLLEGE BOOKSTORE

Why walk to the village when you can buy what you want on campus?

**NEW**  
Kotex Batteries-all sizes  
Kleenex Films  
Shampoo Flashbulbs  
Right Guard Toothbrushes  
Combs Toothpaste  
Bobbypins Pipes  
Shaving Cream etc.  
Shaving Blades  
Brylcreem

These are on sale at desk at Centennial Centre after 6:00 p.m.



## "Too Many Faces" Smash Hit

The Literary and Debating Society will be sponsoring an original and extremely successful musical comedy, "Too Many Faces". It will be making its debut at MacDonald College on Tuesday and Wednesday March 17th and 18th. After 5 successful performances in Montreal and Chateaguay, the play was written and directed by Wally Bergman who will be remembered by many Mac students as he wrote and directed "Glass Slipper" which was played before capacity audiences for the 1965 Green and Gold Review. The music was written by Mr. E. A. Hughes, a well known Montrealer.

Hospital life is the basis of the play, with the theme being free hospitalisation. Various patients are portrayed taking advantage of this reprisal from debt, which in turn leads to many humorous situations. Barb Bradley and Gord Simpson, the central figures of the play are portrayed respectively, as a conniving nurse and a distraught and somewhat frustrated doctor. Humour is the essence of the entire production.

This production will take place in the Assembly Hall in the Main Building on Tuesday and Wednesday, March 18th and 19th at 8:30 p.m. Prices are \$1.50 for adults and \$1.00 for students.

## Position Open

The following Literary and Debating Society positions are now open:

- a) President-Drama Club
- b) President-Debating Club
- c) Secretary-Literary and Debating Society

### a) President of the Drama Club:

Applicants are invited to send a resume of their experience and other related information to the Literary and Debating Society, Box 91, Macdonald College. The successful Candidate will be in complete charge of the Drama club and all activities related to Drama. He will be required to organize interclass plays, various stage productions throughout the year, and a special production to represent Macdonald College at the Canadian University Drama League competition. He or she will be further require or organize an executive for his organization before Sept. 30, 1969.

For further information, please, contact Miss Catherine Palmer, Laird Hall room 361 (453-9944), or if absent try the Literary and Debating Office 453-7017.

### b) President of the Debating Club:

The successful candidate will take complete charge of all the Debating activities. He will organize events such as the Interclass Debate, Interclass Public Speaking Contest, and a Public speaking workshop. Also he will be responsible for sending Debating Teams to represent Macdonald College at Inter-university competitions throughout the academic session.

### c) Secretary of Literary and Debating Society:

This is an executive position on the Literary and Debating Society proper. Duties of the secretary will be that of liaison officer between the various branches of the society as well as the keeping of all records, notes, and papers belonging to the society. The secretary is a voting member, with a heavy responsibility in the areas of public relations and intersociety planning.

If you are interested in any of the above positions, please, send your applications and resumes to the Literary and Debating Society, P.O. Box 91, Macdonald College. The deadline for entries is Friday, March 21, 1969.

## Classified Ad

Any one interested in working on the Folk Song Festival next year, please, contact Don Locke in Brittain Hall Rm. 294 or phone 453-8711.

Would anyone who knows of the disappearance of two wine barrels from the back of the centennial Centre last Sunday, please, contact Wayne Patterson in Brittain Hall

Rectum rearranging is our speciality. Call Jim or Ken 453-7260.

## So This is Politics!

by Terry Rosenbaum

- Communism** - you have a cow and the state takes it away from you, but gives you back some of the milk.
- Socialism** - you sell your cow to the state but the state lets you keep the milk.
- Fascism** - the state takes your cow as well as the milk.
- Naziism** - you own your own cow, but if the state doesn't like the color of your cow, they'll have it shot.
- Anarchism** - you have a cow but aren't quite sure what to do with it.
- DeGaulism** - you can tell everyone that you have the best cow, but everyone thinks it's bull.
- Capitalism** - you have a cow, you sell it and buy a bull.
- Separatism** - you shoot the bull.
- Activism** - you take all the cows that act like sheep and have them follow you wherever you go.
- Racism** - you tell people that chocolate milk comes from brown cows.



The following is the remaining two parts of a Statement of Position to Senate proposed by the McGill Students' Council. These two sections cover The Selection of Divisional Vice-Deans, School Directors and Department Chairmen and The Selection, Promotion and Dismissal of Academic Personnel.

Most of what has been said concerning the selection of Deans is applicable to that of other executive officers. The major difference is in the constituencies or groups represented on the committee. One major consideration is the necessity of democratically representing the unit (Division, School or department) whose head is being chosen, while at the same time including representatives of disciplines that are related but nevertheless distinct. As stated above this is based on the recognition that knowledge is innately interdisciplinary, that the work of one department or similar unit affects that of another, especially if they are in the same Faculty, and that therefore other departments or divisions have a legitimate interest in the work of the former.

The following general formula is recommended: The selection committee is to consist of the Dean of the Faculty in which the Divisional Vice-Dean, School Director or department chairman is being chosen, two representatives chosen by the faculty of the Faculty, three representatives chosen by the faculty of the unit whose head is being selected, two representatives chosen by the Faculty students' society concerned and three representatives chosen by the student association or union corresponding to the lower unit (or, where one does not exist, the students — graduate, honours, majors or cognate). As recommended before all ranks of faculty should be represented, although this should not be specified in the Statutes.

The above recommendations concerning final powers and openness of procedure are perfectly applicable and should also hold for the selection of officers to any of these positions.

## C. The Selection, promotion and dismissal of Academic personnel

### 1. Introduction

At present several departments in Arts and Science, notably English, Sociology, Political Science and Philosophy, have agreed to have students sit on committees dealing with new appointments. However there has been more general faculty opposition to this aspect of democratisation than to any other. This is understandable since, as will be shown below, student participation in the selection and promotion of academic personnel constitutes the most effective form of influence students can exert on the type of education they receive.

There have been several indications of this faculty sensitivity. On Dec. 18, 1968, the student senators moved that Senate ask all Faculties and departments to consider the question of student representation on departmental and Faculty committees (where the Faculty is the hiring unit, as in Law) handling new appointments and promotions of staff. This innocuous motion, and a subsequent one on the composition of statutory selection committees for full professors, were both tabled until Jan. 31, 1969 in order to allow the McGill Association of University Teachers time to develop its position on them (no mention was made of the Students' Society). The deadline has been passed, and in view of the importance of this matter we urge Senate not to postpone its consideration any longer.

### 2. The Issues at Stake: The Uses of this Form of Student Participation

It is increasingly obvious to students engaged in reforming departments and Faculties that they will remain in a thoroughly disadvantaged position until they are able to participate in determining their faculty — i.e. those from whom they will learn. Several considerations lead to this conclusion:

1. Enacting curriculum changes such as course and option additions is meaningless unless you can also hire professors to teach these courses and options. Many newly initiated courses listed in the various Faculty Announcements are not given in any one academic year, either because there is no professor competent to do so, or the only such professor is on leave of absence, or there are not enough funds available and the faculty is not willing to hire a new professor by reallocating resources from less necessary, valuable or otherwise desirable courses since the latter are given by several of the faculty's present members.

For example if Bachelor of Education students wish to take courses on the decision-making structure of the public school system, the problems of initiating and carrying through major educational reforms, professional upgrading and democratisation, or the relationship between social class and the quality of education received, they may find no one able to adequately give these courses. The same is true, for example, of courses in Engineering on the alternative uses of technology and the relationship of these alternatives to social development in different regional or national milieu, the determination of actual uses through corporate decision-making, the criteria used, the power structure involved, the (lack of) participation of engineers and other employees in this process, and its possible transformation. Engineering students may desire a closer relationship between theory and practise, and that they be taught a complete systems approach to engineering decision-making, including full consideration of ecological factors and social and human needs.

Students working at the department or Faculty level could institute a myriad of courses that should be taught at the university, that should in fact replace much of the present stultifying material. Only this process is useless unless they can hire professors with the right background to teach such courses.

2. Even if there are professors who can teach courses which are needed, students may find their approach or orientation towards the subject either partly or completely unsatisfactory. In such cases the outdated, irrelevant or incorrect approach must be replaced by a dif-

ferent one, or at the very least an alternative added. Any attempt on the part of students to effect such changes by altering curricula will fail.

What is needed is the addition of new staff with a less conservative, more incisive, even radical approach to the subjects they are teaching. For example in an honours science course, it may be eminently desirable to enact required courses analogous to those suggested for engineering above. However this is insufficient, since it is clear that any adequately educated and responsible faculty member should be able to incorporate, in an integral and analytical fashion, these areas into his approach to his courses, his choice of subject matter, texts, lecture material, in the laboratory experiments and problems assigned, and in the examinations set.

3. On the subject of teaching VS. research: At present large sums of research grants and contracts are given out by the government and large corporations especially to the sciences, medicine and engineering, for what may be termed the piecemeal of the military — industrial — academic complex. In addition many professors do consulting on the side. Granted that these conditions are worse in the United States than in Canada, nevertheless they are becoming increasingly serious over here.

The result is that the "payoff" in terms of funds, office space and laboratory facilities, research published, standing within a world-wide discipline and promotion within the university with subsequent raises in salary is so overwhelming that it increases the imbalance in time spent in research as opposed to teaching, induces a certain carelessness and incompetence in the presentation of material to students, reduces the time spent with them outside classes, and creates and reinforces criteria used in the selection and promotion of staff which (the former) are opposed to the general interests of students. Last, it helps create and transfer into the teaching of subject matter an ethos of fragmented research centred around the limited insignificant problems of interest primarily and peculiar to a specific discipline as opposed to a broader interdisciplinary approach in the interests of human need and advancement.

Within the constraints placed by external financial pressures on the university, there are several ways of meeting this problem, some of which can and should be initiated by Senate and its committees. One very simple but effective approach is to include students on departmental and Faculty committees handling new appointments and promotions (presuming that such committees are created where they do not now exist). Student representatives would place a higher value on quality of teaching and ability to teach, especially over research which was narrowly disciplinary, and would probably translate these preferences into criteria used, among others, in determining new appointments and promotions. The very knowledge of this among faculty and prospective new appointees, as well as its direct application, would serve as a countervailing force to the financial power of the government and the corporate structure, buying power which students cannot hope to match.

4. University research, however, must not be viewed as an undifferentiated mass. Some research, as stated above, is narrowly disciplinary inasmuch as it asks questions or solves problems of interest only to the discipline. Going further, other research, or at least the foreseeable use of its results, runs clearly counter to the advancement of man, in that it aids regressive or destructive or at best useless purposes of government and corporations (which is not to imply that this is all that governments and corporations do). In the other direction some university research, admittedly rare, is engaged in posing questions and providing solutions and in developing insight and understanding into areas relevant to the needs, social and human, of man in general and of the university's surrounding milieu in particular.

Students have a legitimate right to influence the impact of their university on society, as well as vice versa. The present ethos of society and the university rules out directly forcing professors or professional to do particular sorts of work (although this ethos have very little effect in preventing the setting of compulsory requirements for students). Hence the most legitimate way of influencing the area or nature of research work done at the university is to select professors according to criteria concerning the type of research they are engaged in among other factors.

More specifically, this has two side-effects of immediate impact on students: (i) The type of research a professor pursues helps determine the courses he is interested in teaching, the approach or orientation towards the courses he agrees to teach, and the (lack of) interest he brings to them. Although this process could conceivably work in reverse (i.e. the nature of courses taught influences the type of research done) it is certain in any event that there is remarkable degree of similarity between the two.

(ii) The second side-effect especially concerns post-graduate students. Since a post-graduate student needs a research director under whose supervision he does his research, it is quite likely that he will choose his research in areas where the department's professors are able to offer guidance, and assimilate the orientation or approach of the professor (or bear it). Since the post-graduates become the next wave of professors the system can be viewed as (perniciously) self-perpetuating.

The two above "side-effects" constitute ways in which both undergraduates and postgraduates are directly affected by the areas or nature of research done by faculty. With respect to the second effect an undergraduate intending to go into post-graduate studies and research has the same legitimate interests as the post-graduate already there. Those who maintain that students can go elsewhere where the fields of study or approach

are different overlook that students, and more specifically undergraduates, are not nearly so mobile as their more affluent professors, and often have to live with their parents, or in the same city; and second that they do not generally know the specific orientations and fields of study in other universities. Moreover certain areas of concentration in the major Faculties of the university are pervasive to a remarkable degree throughout North America. Within this context, mobility is somewhat meaningless.

5. Finally any faculty addition to a department shifts its overall balance. Inasmuch as he takes part in departmental meetings, is in effect a "legislator" for the department like all other members of faculty, and influences the development of curriculum, the selection of new staff, etc., his area of interest and his view towards his discipline and its potentialities are of legitimate concern to students since the latter, as part of the same department, are thereby affected. This constitutes another aspect of the importance of student participation in the selection of academic personnel, and another criterion of choice.

### 3. The Question of Competence

The main objection made explicit by faculty to student participation in the selection and promotion of academic staff is that they lack the competence to do so intelligently. Several passing remarks on this question were made with respect to the selection of executive officers. What follows is a more thorough analysis.

The fight for democratisation originates with those sectors of the student body and those students most dissatisfied with their present education and the university's other activities. This does not imply that other students would not support those in the forefront, but simply that they would not initiate demands by themselves.

This relationship is not accidental. While democratisation, fully understood, is inherently desirable inasmuch as it provides a progressive model for all sectors of society, within the immediate context of the university it should be viewed most importantly as a practical strategy for change. The desire for change presupposes knowledge of and (conscious) dissatisfaction with the status quo, and the perception or development of superior alternatives in large part derived from that knowledge and dissatisfaction. This brings us to the question of competence.

For a member of a selection or promotions committee competence depends primarily on the ability to obtain and evaluate information. The students in a specific department or Faculty who, through their own effort, achieve democratisation at their level including participation in determining new appointments and promotions, are by the above analysis able to evaluate the necessary information (given that it has been obtained) they have a normative framework with which to do so. Once students become fully aware of the importance, or what is equivalent the uses, as outlined above, of this form of participation they will be able to exercise the resulting influence intelligently and effectively. The condition which leads to the demand for democratisation in this area enables one to practise it — namely the development of consciousness; and this applies to faculty as well as students.

It is for this reason that there should be no university-wide rule concerning student participation in the selection and promotion of academic personnel. On the one hand legislation preventing this form of participation would in general be blatantly repressive and in particular would violate the integrity of several agreements concluded between students and faculty in individual departments. On the other hand a ruling enforcing this would impose an artificial sense of participation on sectors of students who felt, at least on a conscious level, no particular need for it, and were not sure what they wished to accomplish with it — i.e. how it should be used. Agreements should be reached on an individual departmental or Faculty basis. Senate's only role is to approve the concept in principle, and to encourage or ask departments and Faculties to accede to the legitimate requests from the students within them for this form of participation.

The other aspect of competence is technical and can be solved accordingly. Information can always be obtained concerning a prospective new appointee's university education including his research thesis, his research and publication interests and record, evaluation of his teaching ability (presuming a Course or Teacher Evaluation Guide exists) and his general area of interest within his discipline. Written references and a personal interview can fill the remaining gaps. In the case of a faculty member presently employed in the department whose re-appointment and promotion are being considered it is quite likely that the other faculty members are more aware of his research activities than are the students. But it is also true that the students are more knowledgeable as to his approach and orientation towards the courses he teaches (them), and the (lack of) quality of his teaching. In fact faculty may have little or no idea of these factors since they do not take courses from each other, which is one of the reasons why at present they give them correspondingly little weight in considering promotions.

The only possible charge that could be brought against students is that of false consciousness: viz. "they may think they know what they want, in fact are able to articulate it in fairly precise terms; but this does not mean that they are right, and furthermore considering their lack of experience they are quite probably wrong, or at least misguided". The trouble with this charge is that it could



# sal of academic staff

also be brought against faculty, with the difference that "lack of experience" is replaced by "excessive degree of socialization". In neither case could such a statement be proved, and furthermore if it was arbitrarily presupposed in either it would undermine any basis whatsoever in believing in a democratic process as applied to the university.

The only solution is to allow both groups to participate in the determination of staff and should the charge in either case be correct this will be revealed. Conversely if the charge is being used consciously or unconsciously by the faculty to mask a real division of interest existent at the university and so suppress the students from achieving a degree of power this will also be revealed. The alternative is continued alienation for those students who cannot give effect to their conscious aims.

It is an interesting comment on the competence argument that the present statutes give the Board of Governors, a body of laymen, final authority over appointments and promotions; that they place on statutory selection committees faculty who are completely outside the discipline for which a professor is being appointed, and who probably know less of the requirements of that discipline than do senior undergraduates within it; and that in general the Statutes do not give to faculty, with the exception of departmental chairmen and Deans, the explicit right of suggesting new appointments and promotions.

## 4. Contractual Relations and Professional Certification

A further aspect of the competence argument alluded to above is that students lack the experience that faculty members have acquired to intelligently participate in the selection process — i. e. that faculty have experienced the learning, teaching and research aspects of university life whereas students have not. Against this it could be quite legitimately charged that what has happened in fact is that faculty, especially those in senior ranks have become socialized to conducting research in a narrow discipline — oriented system dealing with minute problems of interest primarily to their discipline, or to those who presently control corporations and governments; that they have become socialized to the status quo as a whole, have profited from it to the extent that they have little desire to fundamentally change it (see section C. 2. 3.), and in general are biased by and in support of it.

The faculty have forgotten the subjective experience of being a member of the student mass — the "lumpenproletariat" of the university. Moreover objective conditions have changed in that universities were nowhere as big for faculty as students as they are now. Faculty's world outlook and values, moulded in former periods and under different social circumstances, are in many cases no longer valid for present conditions. One important result of all these factors is that there is too great a tendency among faculty to select and promote those staff who fall into familiar moulds or types. In this context the "experience" argument is ultimately little more than a conservative plea for the effective furtherance of the status quo.

One objection to students negotiating this form of participation in individual departments is that it involves contractual relations affecting the faculty as a whole, and that this matter should be settled at a university-wide level, with the McGill Association of University Teachers (MAUT) having the predominant voice. There are two fallacies in this argument.

1. The contractual relations agreed to between a new appointee and the university clearly do not include how he is to be selected when he has already been appointed. The only matters of interest to this paper that they can cover are the methods of determining re-appointments, promotions and the granting of tenure.

The present Statutes give only the Deans and the Principal explicit rights of recommendation concerning these matters to the Board of Governors, with the exception that the Principal must consult a statutory selection committee before recommending the appointment of a full professor. Subsequent regulations of the university, as summarised for Senate by Dean S. B. Frost (document dated Oct. 21, 1968), have further specified necessary procedures to be followed within the framework of the Dean's statutory powers. For example, it is necessary that any appointment to the rank of associate or full professor, or re-appointment with tenure, requires the approval of a Faculty Promotions Committee whose structure (quote) "is determined by each Faculty in the light of its own practices and situation."

We suggest, in accordance with our previous analysis concerning the question of competence (see section C. 3.) that this practice be continued, viz. that university-wide contractual relations concern themselves only with the standard terms of length of appointments to different ranks, the necessary procedures to be followed for granting tenure, etc. (e. g. similar to the regulations proposed by the Canadian Association of University Teachers) and that they leave to the Faculties and departments the responsibility of determining the composition of their particular committees handling these matters, in accordance with the wishes of their students. Considering the long-standing wide divergence among different departments of faculty participation in the selection and promotion process, any attempt now at insisting upon uniformity would appear as unduly discriminatory and as an act of bad faith directed at students.

2. Given that there are some matters involving contractual relations with faculty which should be determined at the university-wide level, it is then fallacious to argue that the MAUT should necessarily have the predominant voice in Senate's decision, as these matters may affect students to an equal degree. The latter would be true, for example, of a decision to reduce the obligatory (contractual) teaching load of full-time academic staff. In fact the above argument is analogous to maintaining that the Students' Society should have the prevailing voice with

respect to student discipline. Even though the faculty has no direct role to play in matters of discipline (the administration enforces it and the students bear it), they do have an equal right to participate in determining the regulation of its use since it is one of the factors influencing the conditions under which they work.

It is also maintained that the selection of staff is equivalent to professional certification, and that a professional association such as the MAUT has pre-eminent rights in determining or regulating the necessary qualifications which must be satisfied or at least the method under which such certification is to be granted — i. e. the determination of those who may be involved in the selection process.

This argument rests on two false assumptions. It assumes that the MAUT or for that matter the CAUT is equivalent to a professional certifying association such as the Quebec Bar. However organizations such as the latter are recognized in law as certifying bodies and the requirements for certification that they recommend and enforce are formally enacted as provincial legislation. This is not true of the MAUT, the CAUT or FAPUQ. Related to this is that there are no definite criteria of certification for university professors. Increasingly a Ph. D. is required, although some faculty have lesser qualifications, while other applicants with a Ph. D. are refused. (It is significant that there is at present no formal teaching ability requirement — i. e. a course of study including practise.)

2. Even if the MAUT or its parent CAUT were analogues certifying agencies the assumption that selection is equivalent to certification is false since a candidate refused selection at this university may be accepted at another. Organizations such as the Bar concerned with certification do not regulate or fix the method by which lawyers are selected by a given corporation, or doctors by a hospital, and so on. They merely determine whether or not someone may be hired in a professional capacity — i. e. they certify him. The selection of professors at a university is equivalent to, for example, the selection of engineers in a corporation, the regulation over which the professional certifying association or its local chapter has no preeminent rights. This is not to imply that the MAUT should not have a major voice in influencing how professors are selected. However the maximum power it could ever exercise is a veto over individual professors, if it was a closed-shop union, which it is not.

## Politics, Pluralism, and the Selection and Promotion of Staff

Another objection to student participation in the selection and promotion of staff, and one emanating particularly from the humanities and social sciences, is that students would use political criteria in a rigid way to eliminate certain intellectual streams in a fashion analogous to the McCarthyite smear in the 1950's against left-learning faculty. However this argument misses the mark. Clearly a man's overall approach and orientation to his discipline and to higher education is general are among the several legitimate criteria on which selection must be based. Inasmuch as they are a reflection of and influenced by his general political views or "Weltanschauung" the latter will implicitly and indirectly have a bearing upon his selection. However it is the former and not the latter which should be evaluated in the process of that selection.

It may in fact be desirable to have a variety of approaches or orientations to a discipline, given that they are all attempting to understand and solve the main conditions and problems facing man in society within the scope of the discipline or profession. This is especially so from the viewpoint of a dialectical theory of knowledge in which the tension between thesis and antithesis produces a synthesis which is an advance over both. Even if one holds that a certain approach is correct to the exclusion of another the conflict between the two resulting from the use of both should, at least theoretically, result in the false consciousness created by the latter being exploded by the former.

All this however is a somewhat academic problem when it is considered that most, if not all, departments do now have a definitely biased or one-sided orientation imposed by the faculty on the students — a reflection of corporate liberalism that ultimately seeks to preserve the fundamentals of the status quo. In this light pluralism must be seen as one value among many, under whose guise at present a near monolithic orientation is preserved and furthered, and which can at any time, quite legitimately, be reversed or at least neutralised by the addition of students to the selection and promotion process; i. e. by a decision-making mechanism including those who must either assimilate or bear the orientation, rather than just those who give it out and thus perpetuate it.

## 6. Concerning Dismissal

It has been alleged that students who participate in the selection and promotion of staff, will also insist on the arbitrary right to dismiss professors, and will use this power or its threat to lower academic standards and procure other favours. This contention ignores two facts.

First there is very little evidence that this arbitrary use of power is presently practised in any university (this is not to be confused for penalizing a professor for grossly unfair or prejudiced marking proved beyond reasonable doubt). Second it overlooks that student senators have already given notice of motion that no members of the academic staff can be dismissed, or refused renewal of contract against their wish, except for cause, that such cause must be written, state particulars, and fall within those forms of cause explicitly defined by a tri-

partite Senate Committee on Standards and Sanctions; and last that fair appeal procedures exist. Dismissal or non-renewal of contract would be a matter apart from selection and promotion, although it should involve students to the same extent, and should be carried out under procedures the same extent, and should be carried out under procedures designed to defend professors from any arbitrary or unjust action.

Contrast this with many universities where the administration or Board of Trustees (or Regents, Directors, Governors) may arbitrarily remove members of the staff for engaging in political actions on campus. The position advanced by student senators indicates that students do not intend to lower academic standards by using the power of dismissal or its threat, but rather to change so as to improve the composition of faculty by participating in the selection and promotion process.

## 7. The Effect on Faculty

In spite of the students' legitimate intentions a small number of faculty will nevertheless find the process of democratisation in this area and its probable effects so distasteful as to decide to leave the university. Others will be discouraged from entering. However at least as many if not more faculty, mostly of junior rank, will be attracted at the prospect of a democratic university committed to educational reform and social change. There will be little net change in faculty numbers only a liberalisation in its overall composition, especially since those who chose to leave are apt to be more conservative. This qualitative effect is wholly desirable. The university will have no resulting difficulty in running, only it will do so for somewhat different purposes.

## 8. Recommendations

1. We recommend that Senate not enact a university-wide rule concerning degree of student participation in the selection, promotion and dismissal of academic staff, since this should reflect the specific circumstances and needs within a department or Faculty, viz. the stage of development of student consciousness therein (as fully explained in Sections C. 3 and C. 4).

2. But that Senate ask all departments, or where they are the hiring units, Faculties, to establish standing committees to deal, in the first instance, with the matters specified in Recommendation 1, such committees reporting to the department or Faculty as a whole for its approval; that were the department is very small the committee include all its members; that each department or Faculty accede to the legitimate requests of its students for representation on such committees, up to and including parity (student: faculty) composition, the student representatives to be chosen according to a method determined by their constituency (for justification of parity, see section A. 5.)

3. That no member of faculty may be dismissed, or refused renewal of contract, except for cause; that such cause must be written, state particulars, and fall within the possible forms of cause to be explicitly defined by the proposed tripartite Senate Committee on Standards and Sanctions, and made known to all members of the University.

4. That the decisions of a department or school with regard to new appointments to faculty rank, re-appointments, promotions with or without tenure, refusal of re-appointment or dismissal be subject to compulsory review by, or optional appeal to, the Faculty or its Promotions Committee, review covering the first three matters, appeal the last two; that a second appeal to a standing committee of Senate be permissible, this being especially important in cases where the Faculty is the hiring unit and no previous appeal has been possible; finally that no decision of a department, school or Faculty regarding these matters may be overruled by the department chairman or Dean involved, or by the Principal or Board of Governors. This entire clause is necessary to take out of the hands of one man any arbitrary and hence ultimately coercive power over his department and Faculty, and to place it where it belongs, namely in the academic body of the next order of magnitude, and away from an unrepresentative body such as the Board of Governors.

5. That Statutory selection committees be abolished. Such committees serve very little purpose as they merely ratify choices put forward by individual departments and Faculties; instead their function should be performed by the Faculty or its Promotions Committee, and, if the Principal feels a reconsideration of a particular appointment is required, by the standing Senate Committee referred to in Recommendation 4.

6. That Senate ask all Faculties to determine the composition of their Promotions Committee according to the principles outlined in Recommendation 2; that the standing committee of Senate referred to in Recommendations 4 and 5 have a composition similar to that proposed by the Students' Society for the Committee on Standards and Sanctions.

7. That the decision-making process dealing with new appointments, re-appointments and promotions with or without tenure should be as open as possible. Specifically the discussion of general criteria should be held in the open, and the names of nominees should be accessible, although the final discussions may be closed, subject to an open review in the full department or Faculty.

There are three main reasons for the difference in openness between the selection of academic personnel and that of executive officers: 1. The latter entails a much greater degree of power than does the former, is much more of a public position with respect to the department or Faculty concerned, and is of correspondingly larger importance. 2. The position of executive officer is much more competitive in nature, and so it is only logical that more should be asked of and expected from nominees than in the case of selection of academic staff. 3. As a result of factors outlined in point 1 there is apt to be much more interest among members of the department or Faculty in the selection of their executive officer than that of one or two staff members.

8. That none of the above recommendations should in any way be construed as explicitly or implicitly supporting the present rank system imposed upon faculty. In fact the existence of ranks tends to alienate different sectors of faculty from each other, and to introduce an element of hierarchy and authority incompatible with the concept of an open university community. However we defer any legislation on this matter until it can be taken up later in its entirety, including the subject of tenure.

9. That Senate, mindful of its previous deadline, and the importance of the matters raised in Part C of this brief, not postpone consideration of them any longer.



## Education program assessed

# Communication between students, faculty urged

The following is an interview granted the Dram by Dean Horowitz

When the typical student enters the education program at Macdonald College, he has either just finished a degree program or he is entering a diploma course of one or two years after having completed high school.

In the case of the 1G student, after completing an Arts or Science experience, he finds that the demands from his professional courses differ greatly from that which he experiences in the past. Responses will vary from this different set of demands.

With the Class two Diploma program, the student is either just from high school or returning to college after a period of working in industry. A possible set impression that comes with the student is that he is here to pick up a bag of tricks and be on his way.

Unfortunately this impression of Faculties of Education is the same across the country, "they are not peculiar to so-called English-speaking Quebec."

### Must Work Together

Dean Horowitz stated that both faculty and student body must work together to overcome this "misperception in individuals". The lack of a university milieu and the limitations established because of short term courses do little to eradicate the atmosphere.

The situation might be helped by moving to McGill or making Macdonald into a bigger university and the establishment of degree programs or one year graduate programs for all education students.

### FACULTY OF EDUCATION

**To:** Academic staff and dents of the Faculty of Agriculture, including the School of Food and Faculty of Education.

**om:** Myer Horowitz

Joint Committee on Evaluation, Examinations and Grading.

**bject:** submis  
briefs.

The Joint Committee is composed of the members of the Standing and Promotions Committees of the Faculties of Agriculture and Education and representatives from the agriculture, food science and education student societies. The first meeting was held on Thursday, February 27, 1969.

To guide us in our deliberations we would welcome statements from any members of the Macdonald community on the evaluation of student's progress, on examinations and on grading (in each case with regard to the programmes of the faculties).

We encourage interested individuals, committees, departments, student societies, or informal groups to submit briefs.

Please forward briefs (preferably 10 copies) to Dr. M. Horowitz, Room 229, Main Building, before March 21, 1969.

There is the danger of losing contact in the big university. "It is not a problem of limiting the size of the institution but how it is organized. It must have units that are sufficiently small so that there can be a healthy interaction between staff and students."

### Cohesive Force Needed

Education isn't simply the sum of a set of experiences in different courses. There has to be something pulling the whole thing together and this becomes difficult when numbers reach 300 or more per class," commented Dr. Horowitz.



M. HOROWITZ  
Asst. Dean of  
Education-Student Affairs

He also stated that continuous contact evolves greater imaginative thinking and much more probing. Communication must involve more ways than just the three lecture hours a week.

On the subject of communication and student motivation on the Mac campus, Dr. Horowitz stated that he felt there had been an honest effort on the part of a number of people.

The Advisory Group sessions had helped a number of people as had the Orientation program for those in the one and two year courses. Members of staff were available on personal initiative to students.

by  
**Robin Allardyce  
and  
Len Emery**

Student and faculty communication must be urged greatly for there is the need to "come together in sittings other than formal courses in order for people to really begin to work with each other."

We have to commit ourselves to become involved together in many different kinds of circumstances and some of these have to be staff initiated and some student initiated. This happens with graduate work and I think freshmen need this kind of contact just as much."

On the move to McGill, Dr. Horowitz, said: "there is real danger that a great deal will be lost. As unsatisfactory as some of the relationships are here in the eyes of individuals, I feel that we have benefitted from the smaller size and for many of the students. We have been able to develop better kinds of relationships that perhaps have been developed in several faculties on the Montreal campus. I don't think that the move need necessarily result in a less favourable situation, but I think it could if we don't make allowances."

I feel that as we move into the latter part of this century the place for the Faculty of Education is in the rough and tumble of the university proper and this is why I feel that Montreal is the answer."

### Facilities Needed At McGill

Asked about facilities for the Faculty of Education on the McGill campus, Dr. Horowitz replied, "Negotiations are underway and studies are being conducted as to requirements and I hope the university will accept nothing less than desirable facilities for the faculty. There may be need for compromise on specifics but we must be given the space which is considered necessary."

On teacher education — "do not adopt the notion that the period of learning preceded the period of teaching. It is important to realize to what extent you continue to be a learner once you start teaching, not just in the formal sense of undergraduate and post graduate work, but also that every experience you have as a teacher represents an extremely important learning experience. A good teacher must continue to be a student in every sense of the word."

### ATTENTION ALL FIRST YEAR ED STUDENTS

Nominations have been reopened for the 2 positions for Education Representatives on Students' Council 69-70. All nominations require 10 signatures and may be given to Barb Sanders (Laird Hall) or Mrs. Vauthier (Main desk, Centennial Centre). Nominations close Saturday, March 15, 1969. Elections will be held March 21, 1969.

## Existentialism and Education

by David Lawson

Associate Professor of Education.

Whatever may be the precise recommendations of existentialism for schooling, it is clear that existentialist philosophy means an active resistance to those forces at work in contemporary life which exalt abstraction and quantification as ends in themselves, and which deprive persons of the fully human estate. Existentialism, accurately understood, is a powerful counterthrust at classical metaphysical speculation, whereby Being has been understood only in terms of things, with a consequent reification of material objects remaining deeply influential through two thousand years of Western history and more recently intensified by the Industrial Revolution as by the dramatic success of modern science.

Whereas we have assurance from the Platonic tradition that mind and essence are prior to nature, existentialism declares the opposite with the well-known slogan, "existence precedes essence". Whereas the Cartesian outlook, formulated in the early seventeenth century, is "I think, therefore I am", existentialism inverts the order, and proceeds to trace the origins of thought to the conditions of human existence. Man is seen as having been "thrown" into the world; as inescapably free — condemned, in fact, to freedom, as a stranger in an alien universe which remains inscrutable, providing no clues as to how to proceed with life's solitary trajectory. Although, in very recent years, existentialism has to some extent been accommodated to middle class values, it does in its purest form (Kierkegaard; Nietzsche) decry the usual comforts and status symbols as

pseudo devices effectively blocking the individual from encounters with truth as existence, as encumbrances masking off the ground of being to offer only the banalities of an anaesthetized world. Hence Martin Heidegger's choice to live the later years of his life in a small hut in the Black Forest region; hence Jean-Paul Sartre's refusal to accept the usually much-coveted Nobel Prize.

Throughout the literature of existentialism, which ranges widely to include philosophic tracts and essays in the tradition of belles-lettres as well as dramatic and fictional works, a central theme has been what might be called a crusade against stasis. Activity, participation and involvement in life are underscored as ways of becoming an authentic, essence-creating person. If it is the case that the world does indeed seem dominated by incoherence and absurdity, one is, of course, free to dwell in passive resignation, but this would scarcely be termed an authentic choice. In cases of conflict between the claims of the individual and those of society, it is the former which must ultimately take precedence over the latter, though certainly not in the sense of the Social Darwinist; accompanying this focus upon the individual existent there is much disinclination to accept any merely conventional or stereotyped view of the nature and function of society, and it may be added that schools of sociology and of psychology have now arisen which are generally consistent with existentialist premises.

With such an emphasis upon the individual's choices of

action and belief, an austere ethic of individual responsibility emerges, one requiring a facing of perhaps painful anxiety and meaninglessness engendered by the fact of contingency, or freedom. But in the everyday life situations, existentialism would tend to promote spontaneity and flexibility of thought and physical movement, would uphold the spirit and not the letter of the law, would have a dissolving effect upon the pervasive adult security orientation, tending to turn the person reflexively back upon his own subjectivity as the final source of all meaning.

In the life of the school, as in the case of any other social institution, what has been called the "civil service mentality" would stand to suffer perhaps irreversible setbacks in the face of an existentialist critique. The spirit of the university, which challenges any and all ideas and values, would, in the balance, be aided and not abetted by the responsible freedom of the existentialist ethic. Curricular offerings would be re-aligned to stress those study areas which promote the cultivation of wholeness and uniqueness and the disciplined expression of feeling and self-hood. A strong effort would be made to overcome the fragmentation or fractionalization of knowledge as of general life experience.

In the large degree to which the world is in need of such a personal emphasis, to this extent does the philosophy of existentialism provide genuine answers to problems of life, education and schooling which we can ignore only at our own peril.



# Dialogue Evolved At a Local Institution

L. Is it not important to make the pupil realize that the teacher is a human being and the interest is human interest and this is what is conducive to learning? I wonder if at Macdonald College there is a break between staff and students that keeps them separate and does not bring about a mood healthy to education.

B. The pupil who can identify closely with the teacher is the one who will be the most creative. The teacher has the responsibility of helping the child create this sense of identity. The pupil has to see the teacher as an individual. It is very possible to build this at Macdonald, one, because of its size and two because of its isolation. There is an advantage to that.

L. Is it being made the most of by students and staff and if not, what is holding it back?

B. Through some effort there is a possibility for there to be a greater sense of identification between staff and students and the very fact that we are isolated and small makes this feasible. There are going to be people on both sides who will say there must be a barrier between the two factions. I can remember as a student how difficult it was to accept members of staff as human beings, with whom I could come down to the tavern and have a glass of beer. Perhaps because of the backgrounds in school these barriers have been created because of attitudes which have existed in the school system itself.

There is the problem of our moving to McGill and our problem in this particular field is going to be compounded.

L. What stops the majority of students from approaching professors on a more informal basis in the hall, say. By and large, most of the ones I have talked to are willing to spend the time to talk with you. Is it a sense of fear?

B. I wouldn't so much call it a sense of fear as a standoffish approach on the part of both parties because both the faculty and the students feel they are trespassing on the other person's domain. It is to break down this type of thinking that is the real problem at hand. Any student can approach any prof at almost any time.

L. Neither group will do this. Is it a problem of shyness?

B. As a prof I might get the feeling that the student will feel I am prying into his affairs. Will the student feel the same thing when approaching a prof? I don't think I know of any prof who would object to a student approaching him under any set of circumstances.

L. I have always found that I got tremendous attention when confronting a prof with a question.

This could be a beautiful community of scholars.

B. How could the faculty make the student body aware that we are really approachable?

R. Why not have the faculty sponsor a beer party?

L. I don't think you would have to worry about a loss of respect. Real respect is usually built on human relationships, something in a natural surrounding for the student body.

B. I think as long as the students and staff realize that it would still be possible for the prof to say to the student in the formal situation, the classroom, that "your performance is not satisfactory, what are you going to do about it?" If it is possible for the faculty member to say as much after the beer party then I am all for it.

R. How about student representation on Faculty taking a part in the decision making?

B. The students at the moment want representation on our faculty; they in fact have been given full voting and full participatory rights in faculty, all members of the S.T.S. executive are voting members of faculty. This is an interim measure. It is now being discussed how many student members there should be on faculty. This is also part of the breaking down of these artificial barriers.

R. Three Woodie!

B. I'll pay for it L.

L. This is my rich month, take advantage of it.

R. How about the move to McGill?

B. The disadvantages of moving are the possibilities that we will become lost within this huge organization and the possibility of close dialogue between staff and student will become remote the advantage is that we will become a part of the total institution and will be able to take advantage of what is being offered. Right now the students at Mac are really unconcerned about important social issues. They will become much more aware of these when they become a part of McGill.

R. What would happen to the university if the status of the degree as an instrument to increase the earning power of the individual was decreased? Would the university then become solely a place of learning where ideas could be expressed and tested? Would the university become a greater leader of society?

L. I heard a statement made that the function of the university was to be the critic of society or its critical function. It is the place to test ideas and principles and yet many times the complexity of the subject is so far beyond the average man that he never realizes that it is being criticized. Thus the university is serving its function but people just don't know about it.

B. It's like the socialist party, it never wins an election because it is always five steps ahead of the rest of the population.

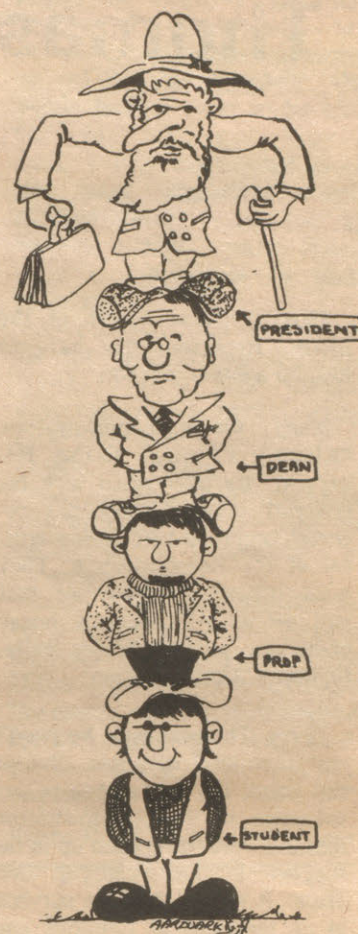
L. What happens when the national state begins to regard the university as a place to dump its excess population?

B. When the university becomes a tool of the state then we are in for trouble. Do you realize just how much power the teacher holds when he has the responsibility of a class in school or in college? Is the teacher's job in part to take out arguments for and against the issue?

R. The teacher is there to broach the idea and to encourage the student to think about it.

B. There must be an increase in dialogue. I think we'll all have to agree that all students and all staff have a fund of information available to them in terms of facts. From the facts come the beliefs or concepts and from this comes some form of dialogue. This dialogue is the tool of education, of learning.

The dialogue was left at that to be continued another day along with some of Woodie's finer refreshments.



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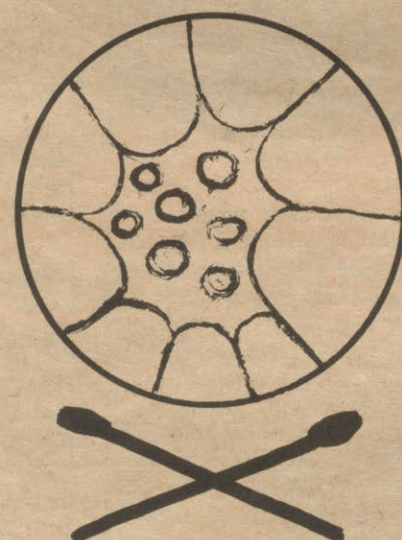
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## Reporter Editor under fire

## Thomas upsets Robertson

by Marsha Taubenhaus  
and Peter Foster

Harry Thomas, editor of the McGill Reporter, may have to look for another job soon.

Many senior administrators, including Principal Rocke Robertson, are dissatisfied with his editorial policy, which has recently begun to take a line critical of the Administration. They want instead a newspaper that will act as a "corporate house organ", a public-relations bulletin for the Administration.

Harry Thomas says he won't edit that kind of paper. But at this point, the only person of any influence in the Administration Building who has spoken up in his support is Vice-Principal Bob Shaw. It seems that the survival of an independent Reporter and Thomas's continued employment as its editor rest largely on the eloquence and persuasiveness of Shaw's logic.



THOMAS

The hassle was triggered by the latest issue of the Reporter, which came out Monday morning with an article by Stan Gray and a front-page editorial criticizing a "direction toward unproductive conservatism" and opposing any resolution of the Gray case by "an attempt to homogenize the community." The Reporter said, "We can fear the inevitable violence which is the tragic reaction of a restless student population whose alienation we are beginning to come to grips with."

In the pages of this generally bland journal, this is roughly comparable to the Daily's calling for the assassination of Principal Robertson.

This attempt by the Reporter to establish an editorial policy independent of the Administration line was not well received by Robertson. Sources within his office say that the front-page layout (in which Gray's article was given more prominence than the text of Robertson's Law-and-Or-

der speech to Senate) made him blow his cool even before he read the editorial.

The problem was aired at the weekly meeting of the Committee of Deans, held Tuesday over lunch in the Faculty Club. (Robertson, the vice-principals, and 11 senior deans are all members). Shaw arrived late, and found himself in a definite minority defending what he calls "a good, honest paper" against the angry deans, whose criticisms extended as far as a photograph of Gray and Vice-Principal Oliver which they thought cast the administrator in an unfavorable light.

The Reporter has become very much a Frankenstein's monster for Robertson: it was established in a hurry last summer to ensure that his position could be stated loud and clear at times such as this. He has received much criticism from students and staff for allocating almost \$90,000 to the paper, while neglecting such necessities as opening the library 24 hours a day or printing detailed course calendars.

There is a certain poetic justice in this very "channel of communication" whose existence has been a source of much embarrassment to the principal, finally turning on him in his hour of need and taking its place with the growing opposition to his actions. (The opposition from the media includes such respected establishment organs as The Canadian Broadcasting Corporation and The Montreal Star, which editorialized recently against what it calls "intellectual violence" by university administrators.)

It seems that McGill administrators see themselves as far more than the paid employees of the university charged with the execution of the various chores necessary to keep the wheels turning and the ashtrays empty. Perhaps they are modelling themselves after McGill graduate and San Francisco State College President S. I. Hayakawa in attempting to use their constitutional power to repress all political tendencies which conflict with their own.

In November, 1967, Robertson tried to expel three students because he didn't like the way they ran the campus newspaper. Several weeks ago he saw fit to initiate firing procedures against political science lecturer Stanley Gray.

Now the Administration is trying to stifle the reactions of the media to the pressive mea-

sures they are employing. A sympathetic CBC program on the Gray Case, scheduled to appear Wednesday night, was mysteriously cancelled without notice and replaced by an interview with an aging actress. And the Reporter's first feeble attempt at recording its dismay with Robertson's actions seems likely to be one of its last.

Thomas has incurred the wrath of his superiors because he is hesitant to let his newspaper serve as a whitewash job for Robertson and his friends. He is no radical; he sees himself as a "middle-of-the-roader", with a "Don Theall approach" to journalism.

## Princeton Refuses Student Demand

PRINCETON (CUPI) — Princeton University Wednesday refused to liquidate its holdings in 39 major companies dealing with South Africa.

The decision to retain the \$127 million worth of securities came after a series of demands made by a coalition of white and black students was presented to the administration. The securities represent one-third of the school's investment portfolio.

Administration president Robert F. Goheen spoke to a large crowd of students and staff and said he represented the executive committee of the board of trustees. He pledged the university would not invest in or accept gifts from any corporation whose primary business was conducted in South Africa. He said none of the 39 corporations named was in that position. Included in the Princeton portfolio and doing business with South Africa are: IBM, Xerox, Litton Industries, General Motors, Mobil Oil, General Electric, Firestone and Union Carbide.

Earlier in the year the faculty has recommended the university liquidate all the stocks if corporations did any business at all in South Africa but changed its position Tuesday after hearing a report from an ad hoc committee dealing with the issue.

Goheen did agree to consult blacks and concerned whites every time a decision involving South Africa is to be made and will accept a student brief on the entire matter.

The students opposed all investment in the African country because of its apartheid policies.

## Amendments to Students' Society Constitution

The following changes to the Macdonald College Students' Society Constitution are recommended by Council. Any questions on these changes may be discussed at an OPEN STUDENTS' SOCIETY MEETING, on March 17 in Centennial Centre Ballroom at 12:45 p.m. A referendum will be held on March 18.

### ARTICLE III. ORGANIZATION

The fees are \$45 per student as follows:-

| Undergraduate                | Post Graduate      |
|------------------------------|--------------------|
| \$15.00 Centennial Centre    | \$15.00 Centennial |
| 1.00 Society (AUS, HEC, STS) | 1.00 Society       |
| 11.00 Athletic               | 11.00 Athletic     |
| 18.00 Activity               | 16.50 Activity     |
|                              | 1.50 Trust Account |

### BY-LAWS

#### C. COMMITTEES

1. Permanent Committees
  - b) Delete (was Purchasing Committee)
  - b) Centennial Centre Committee (add)
  - d) Delete (was Coffee Shop Committee)
  - a) Finance Committee
- iv. Procedure
3. The Finance Committee has the authority to approve certain amounts of money (maximum \$75) in cases of emergency without the prior approval of Students' Council.
4. Any cheque payable to Macdonald College Students' Council which is returned for any reason shall be subject to a surcharge of \$5.
5. All budgeted societies shall submit reports and/or inventories within 10 days of the completion of the event.

## Students' Society Meeting

Monday, March 17 - 12:45  
Centennial Centre Ballroom

- Agenda: 1. To accept nominations for Education members on Council.
2. To hear proposed changes to Students' Society Constitution.



# Sir George damage not in proper perspective

An open letter to the good, upright citizens who are blowing their tops over the computer-wrecking students at Sir George Williams University:

Dear Moms and Dads: A while back I wrote an account of how the Florida adults were out to get their young people — as demonstrated by a series of hostile acts culminating in a proposed state law to have every teenager finger-printed.

Now, judging from similarly-growing adult hostility here, culminating in the howl of outrage over the Sir George Williams incident, it seems clear that Canadians, too, are out to get their young.

Good citizens, for you to lecture us about lawlessness is the most unbelievable sort of hypocrisy. It has often been suggested there is one law for the rich and another for the poor; there is obviously one for the old and another for the young as well.

Every day the hoary fathers of big business, government and the legal establishment and

the legal establishment itself, commit or permit the most flagrant possible abuses of the law, without ever raising the puritanical fury you've unleashed at the students.

Take those recent revelations of price-fixing by American drug companies. Two weeks ago, five U. S. firms offered to make a settlement in a price-fixing case that has been dragging on for 11 years now.

The drug was produced for 1.6 cents per capsule and sold for 51 cents; finally after all those years of ring-around-the-rosy in the courts, the firms have offered to pay \$120 million in some 100 civil courts.

At that, it's only a fraction of the profits they have made from the overpriced drugs. But in this case and countless others like it, we have heard no yowls of indignation from you, oh dear, upright elders. The viciousness of making money from illness, at the expense of countless sick persons, many of whom may have

gone without the drug because they couldn't afford it or else suffered heavy financial loss in paying for it — the ethics here, and the toll in human suffering, don't seem to have disturbed your sanctimonious lethargy one whit.

We noticed no loud demands for the arrest of the erring drug company executives. Not that the really big spoilers always escape the heavy hand of

**By John Kastner**

the law. mind you. In another staggering profiteering scandal a few years ago, involving \$350 million in civil suits, seven electrical company executives did spend all of 30 days in jail — about what a student demonstrator would get for obstructing a policeman. Now, there's blind justice for you.

But for the 93 computer-smashing students, you cry, 14 years in jail — the maximum — is none too good. After all, they attacked that holiest of holies — property; i.e., the computer. When the industrials

indulge in price-fixing, the only ones hurt are people.

What example have you set for the students at Sir George Williams to teach them the law is not to be bent whenever they choose? What makes a supposedly exemplary bunch of young people "go wrong?" Outside agitators, you thunder, I suggest they didn't need to look outside, not with the example of the seven jailed electrical company executives — all of them described by character witnesses as "exemplary citizens," noted for their charity work.

How do you choose your great moral issues, my revered elders? Do you ignore them if they involve your contemporaries? It is a question of being too overawed to yell when a huge corporation is involved?

Or it is just that it's so much easier to get all indignant and upright over that old, favorite scapegoat — the reckless, ruthless young?

Some of you are fond of

softening the anti-youth criticism by pointing out that "bad egg" student leaders are an unrepresentative minority of youth. Unfortunately, the same doesn't seem to be true for your bad eggs. They're fairly evenly distributed in all the most important levels of your society — and you, by turning a blind eye to them, become accessories to their lawlessness.

And now, at the trial of the Sir George Williams students, young Canada will sample your justice. We have a pretty good idea what to expect. Recently, the young editor of a hippie newspaper in Vancouver was punished by the law for describing a magistrate as "Pontius Pilate."

Last Friday this newspaper ran a column about Sir George students, with the headline, Our Hitler Youth. Want to take bets the courts won't punish anybody for that tasteless — and possibly slanderous — piece of description?

From the Toronto Telegram

## Vacationland of the week...



...for the discriminating ass



# Time To Say Good-bye

Mar. 4 saw the end of the girls intramural badminton competition. Although participation was good, it didn't fair to last years'. In the singles, Neelanthi Kanan-gara beat Nancy Agard out in the finals winning the championship. Nancy Agard and Jan Beer took on Neelanthi and Kher Goek Lin in the doubles' finals and were defeated by a score of 15-0. The tournament ran well and was very successful thanks to the good management of Candy Louks.

The badminton tournament was the last sport of the intermural competition to be held. The standings of the overall competition is as follows:

Swim Meet - Stompers  
Swim Marathon - Stompers  
Tabloid - Stompers & No Names  
Volleyball - Sneakers  
Basketball - No Names,  
Sneakers and Doorknobs  
Hockey - Stompers.

Every sport ran off smoothly this year thanks to the excellent work of the intramural managers. Participation and spirit of most teams was high throughout the year and the competition was close but once again the Stompers, 1st floor Stewart, came out victorious winning the overall championship. They're going to

## M.A.A. ELECTION

President - Men's Athletic Association - to be elected on March 21st. All male members of the student body are eligible.

- Nominations, accompanied by 10 signatures, should be handed in to the Secretary of Students' Council (Mrs. Vauthier) or at the reception desk in the Centennial Center by 6 P.M. Saturday March 15th.

try and win the trophy again next year, girls and it's up to you to stop them!

Well the Lassies Ice Hockey team finished up their season in fine form. Although the games were not too successful the season was! We rounded off the season with a tournament at Loyola Athletic Centre. The results were as follows: Loyola defeated Mac; Mac defeated Ryerson; McGill won the tournament.

Last Thursday there was a wine and cheese party at Janet Menzies - it was a great success thanks to the hostess.

Many thanks to Barb Pieh, our manager for all her help and to Maureen Custy and Ian Johnson the coaches.

As a lot of us will be leaving Mac to teach or to go to McGill, we hope some of our team will come out again next year for another great season. Good luck "Shallots" in exams!

"What do they know about what counts?"

They're Establishment."



## Notice To All Campus Organizations

All organizations wishing Student Society financial support MUST submit tentative budgets for the 1969-70 activity year.

These budgets will be received at the Council Office until Monday, March 31st 1969.

### TOP HAT PHOTO

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63 Ste. Anne St. 453-2512

## EDMONTON PUBLIC SCHOOL BOARD

3650 professionals serving 74,000 pupils in a city of 420,000

### Teaching Positions September 1969

Edmonton Public Schools subscribe to a philosophy of education which places the emphasis on the development of the pupil rather than on subject matter or course content, believing that the ultimate purpose of education is that of fitting man for life.

Applicants must be eligible for Alberta Teacher Certification requiring a minimum of 2 years of teacher (University) education beyond senior matriculation. Preference is given to experienced applicants with a degree.

We are increasing our French program at all grade levels and in particular there is a great need for teachers of oral French.

Applications are solicited from well qualified teachers in the following areas:

#### (1) Bureau of Child Study/Education Clinic

School Psychologists, Social Workers, Remedial Specialists, Speech Therapists. (Masters degree or equivalent).

#### (2) Special Education

Qualified teachers of mentally retarded, emotionally disturbed or physically handicapped pupils.

#### (3) Elementary Education

(a) Teachers of primary grades.  
(b) Male elementary teachers.  
(c) Teacher librarians.

#### (4) Secondary Education

Teachers of oral French, Modern Mathematics, Drama, Instrumental Music, Industrial Arts, Chemistry and Physics.

#### Contact:

Student Placement Office,  
Maple Street.

and ask for a teacher application package,  
or write to:

Personnel Department - Edmonton Public School Board

10010 - 107A Avenue  
EDMONTON 17, Alberta

403 - 429-5621



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